



MENTORING

Report of the Mentoring Workgroup



Sponsored by:

*NYS Department of Civil Service
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In issuing this report, the Department of Civil Service and Governor's Office of Employee Relations in no way indicate endorsement of the perspectives, opinions, and recommendations presented.

TABLE OF CONTENTS

Introduction to Mentoring	1
• <i>What is Mentoring?</i>	
• <i>Why is Mentoring an Effective Tool?</i>	
• <i>What Does it Take to be a Good Mentor?</i>	
• <i>What Does it Take to be a Good Protégé?</i>	
• <i>Ten Tips for a Successful Mentoring Program</i>	
 Mentoring Programs in New York State Agencies	 8
• <i>Summaries of Mentoring Programs that Exist in NYS Agencies</i>	
• <i>Advice from Experienced Agencies</i>	
 Other Mentoring Programs and Resources	 13
• <i>Summaries of Other Mentoring Resources/Web Sites</i>	
 Suggested Reading/Bibliography	 16
• <i>List of Books and Articles on Mentoring</i>	
 Background of Workgroup Initiative.....	 17
• <i>General Background/Overview of the Project</i>	
 About the Mentoring Workgroup	 17
• <i>Summary of the Mentoring Workgroup's Efforts</i>	
• <i>List of Workgroup Members</i>	

INTRODUCTION TO MENTORING

What is Mentoring?

Mentoring is defined as “a deliberate pairing of a more skilled or more experienced person with a less skilled or less experienced one, with the mutually agreed goal of having the less skilled person grow and develop specific competencies.”

(Source: *Beyond the Myths and Magic of Mentoring* by Margo Murray, pg.xiii)

Mentoring is a process by which the mentor and protégé work together to discover and develop the protégé’s knowledge, skills, and abilities, usually in a particular area. The mentor acts as a teacher, coach, and advisor, offering knowledge, wisdom, insight, or perspective that is especially useful to the protégé’s personal and professional development.

In addition to formal mentoring programs, the focus of this report, mentoring also occurs in organizations on an informal basis – through a supervisor’s daily contact with staff; through interactions with peers; and, through observation of someone who has succeeded in an area where we wish to excel. In some instances, we are the mentor, helping to guide others, and in some we are the protégé, learning from those around us. So, in addition to formal mentoring programs, there are ample opportunities in the workplace to mentor and be mentored on an informal basis.

Why is Mentoring an Effective Tool?

The organizational benefits of mentoring extend to the protégé, the mentor, and the organization itself.

The benefits to the **protégé** are obvious: mentoring contributes to a protégé’s personal growth, professional maturity, career development, and leadership/managerial skills. Mentoring can also be used to expand opportunities for women and minorities who have traditionally faced roadblocks in moving up the corporate ladder by having them work closely with other managers and supervisors.

The benefits to the **mentor** are just as real, if less obvious. Being a mentor can contribute to the mentor’s own personal and professional growth. As the mentor coaches and guides the protégé, he or she stays focused on the skills, characteristics, and styles that are

valued by the organization and needed to succeed. Being a mentor also identifies you as someone of professional distinction who can serve as an example and role model for others. A mentor can also learn from the protégé's knowledge and questions.

Finally, mentoring is an effective succession planning strategy that benefits the **organization** in numerous ways. Mentoring programs can be valuable tools in recruitment, retention, knowledge transfer, and work force development. Mentoring can also contribute to the promotion of diversity in an organization.

In summary, mentoring programs offer a relatively low-cost opportunity to serve the needs of the protégé, the mentor, and the organization as a whole. Many studies have supported the benefits of mentoring programs. Some highlights are as follows:

That Does it Take to be a Good Mentor?

The following qualities are valuable for mentors to possess:

- Good listening and communication skills
- Good social skills/people oriented
- Genuine interest in helping others/supportive
- Good coaching and feedback skills
- Willingness and ability to commit time and energy to the mentoring relationship
- Knowledge and experience in a particular field and willingness to share this with the protégé
- Ability to use professional network and resources to help the protégé
- Respect of colleagues/respect for others
- Commitment to personal and professional development for self and others
- Belief in agency mission, vision, and values
- Ability to maintain confidentiality
- Ability to motivate others
- Achievement oriented
- Patience
- Integrity

What Does It Take to be a Good Protégé?

The following qualities are valuable for protégés to possess:

- Commitment to and sense of responsibility for self-development
- Commitment and desire to learn
- Willingness to accept constructive feedback
- Willingness to take risks
- Positive attitude
- Ability to set goals, and a desire to achieve them
- Willingness to take initiative in the mentoring relationship
- Personal vision and sense of desired career path
- Ability to assess/evaluate self

- Patience
- Self-management skills
- Good listening and communication skills
- Willingness to commit time and energy to the mentoring relationship
- Ability to work independently and as part of a team
- Openness to change and experimentation

Ten Tips for a Successful Mentoring Program

1. Identify a clear purpose for offering a mentoring program and make sure the program design supports it.

< Some examples of program purpose include:

- Assist the agency with succession planning activities
- Increase retention of valuable employees
- Improve representation of women and minorities in management positions
- Enhance morale and productivity
- Facilitate knowledge transfer



Consider supporting your purpose with a program mission statement.

* *Helpful Note: A needs assessment can identify areas within the organization that would benefit from a mentoring program and can help to define the program purpose.*

2. Enlist the support of top management to ensure a successful program.

< Management support lends credibility to the program.

- Experienced staff are more likely to volunteer as mentors if they see that agency management values their participation.
- Potential protégés will be attracted to a program that is endorsed by agency management.



Consider holding a program “kick off” meeting hosted by the Commissioner or top agency official.

3. Establish measurable goals and objectives for the mentoring program so that it can be monitored and evaluated.

< Setting clear goals will help you measure the success of the program and point to areas where improvement may be needed.

4. Develop guidelines for the operation of the program in your agency.

- < Identify the targeted audience.
 - Will the program be open to all agency staff or tailored to particular groups where a need has been identified?
- < Develop a plan for the recruitment and screening of mentors/protégés that includes specific selection criteria.
- < Outline the documentation requirements of the program.
 - * *Helpful Note: Programs can range from informal to extremely structured. Some form of documentation is recommended to allow the agency to assess the effectiveness of the mentoring relationships.*



Consider piloting the program in one part of your organization before rolling it out to the entire agency. This can provide a working model to use in refining program guidelines and requirements.

5. Publicize the program broadly to insure that all eligible employees are aware of and informed about mentoring opportunities.

- < Announce the program in agency newsletters, on bulletin boards, and on employee accessed Intranet sites and electronic bulletin boards.
- < Hold informational meetings for employees interested in becoming mentors or protégés.
- < Highlight the benefits of the mentoring relationship to both mentors and protégés to encourage participation in the program. These include:
 - Mentors are able to pass on knowledge and share valuable insights and may also benefit from the fresh perspective of their protégé.
 - Protégés can focus on career goals and gain networking contacts within the organization that will aid their future development.

6. Offer training to mentors and protégés to provide a solid foundation for the relationship and help participants identify strategies for achieving success.

- < Once mentoring partners have been matched, joint training exercises offered just prior to or at the beginning of the formal mentoring period can be a great ice breaker. They can give the participants a chance to focus on their goals and objectives and develop a plan for reaching them.
- < Resource and reference materials should be made available throughout the mentoring period to provide insights and ideas to strengthen the experience for program participants.



Consider this training an investment in the success of your mentoring program.

7. Define mutual expectations for the mentoring relationship and provide the appropriate mechanisms to allow participants to achieve their goals.

- < Both mentor and protégé should know their roles and responsibilities and should have a clear picture of the purpose of the relationship.



Consider implementing a written contract or agreement between mentor and protégé.

★

Helpful Note: Realize that goals or objectives may change as the mentoring relationship develops; build enough flexibility into the program to allow for changes in course.

8. Set a specific duration for each mentoring relationship with definite beginning and end dates.

- < The time frame should be long enough to allow the participants to achieve their desired goals and objectives but not so long that the relationship becomes superfluous for either party.
 - The mentoring relationship should provide the protégé with a network of contacts that will allow them to function effectively in the organization once formal mentoring has ended.

@ Time Flies: A good mentoring relationship may continue on an informal basis beyond the formal end date of the program.

9. Design and implement an evaluation and monitoring process to insure that the program is meeting intended objectives both for the organization and for the participants.

- < Monitor the program for its relevancy to the goals of the organization and adherence to the stated program purpose or mission.
 - Elicit frequent feedback from program participants to use as a gauge of program success or to identify areas for improvement.
- < Provide a mechanism for mentors and protégés to assess the progress of the relationship at predetermined points in the program.



Flexibility is the key! The mentoring relationship should be dynamic and participants must have the freedom to continually reevaluate their progress as they move toward their objectives.

10. Recognize the accomplishments of mentors and protégés and value the contributions they make to your organization.

- < Hold a luncheon or other gathering at the close of a mentoring program to recognize the participants and their accomplishments.



Consider instituting an annual award to be presented to the mentor/protégé who has demonstrated excellence or has made a significant contribution to the organization as a result of their participation in the program.

MENTORING PROGRAMS IN NEW YORK STATE AGENCIES

Summaries of Mentoring Programs that Exist in NYS Agencies

A number of New York State agencies have established formal Mentoring Programs to enhance the development and quality of work life for their employees. Following are brief overviews of these programs:

NYS Department of Correctional Services

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Purpose: The Department of Correctional Services Training Academy has a specialized mentoring or “counselor” program which links experienced Correction Officers with Correction Officer Trainee recruits to help them transition from civilian to Correction Officer.

Process: The program is administered by the Division of Training. Mentors/counselors are assigned to each recruit by the Correction Officer Recruit Sergeant at the Academy. Counselors are available to the Correction Officer Recruits at all times during their eight weeks of training. The counseling is extended for another three weeks during on-the-job training.

NYS Department of Economic Development

Contact: John Bryan
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Purpose: The purpose of the Department of Economic Development’s mentoring program is to facilitate the transition of qualified Department clerical and secretarial employees into the professional ranks. Employees can move into the title of Economic Development Program Specialist 1 (G-18) after successfully passing a competitive examination and completing a two-year training program.

Process: As a part of the training program, each Economic Development Specialist Trainee is assigned a mentor. This mentor (a Senior Economic Development professional) is charged with advising the trainee on professional development, assisting in on-the-job training, and consulting with the Supervisor and Division Director on work assignments and performance evaluations. Often the trainee will identify a senior professional that he or she would like as a mentor. The Human Resources Office is responsible for monitoring the trainee’s development program. Trainees provide progress updates at scheduled intervals. The relationship lasts for two years.

NYS Department of Health

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Purpose: The Department of Health's mentoring program is voluntary and open to any DOH employee interested in developing their skills. In addition to the Main Office in Albany, off-site locations participating in the program include the Buffalo, Rochester, New York City, and New Rochelle offices. The program will be used in the Department's succession/workforce planning efforts. The program is administered by the Department's Intra-Agency Task Force on Women's Issues.

Process: Mentors and protégés interested in participating should complete and submit an application and resume. The committee then matches the protégé with a mentor who offers skill sets requested or works in an area of interest. The program is monitored through two feedback sessions per year and includes a graduation/luncheon ceremony at the conclusion of the program. In addition, there are two forms the protégés are asked to complete after each meeting with their mentors. One involves what was gained from the meeting and the other outlines expectations for future meetings. This information is used at the mid-point of the program to evaluate strengths and weaknesses.

See <http://www.goer.state.ny.us/workforce/agencyinitiatives/dohacademy.html#dohmentor> for DOH mentoring program forms.

NYS Insurance Department

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Purpose: The purpose of the mentoring program is to coach and motivate new examiner trainees (G-14 and G-16) during their two-year training program, which includes required classes, seminars, and on-the-job training. The mentoring program is intended to help new professional staff adjust to the rigors of the program and make them an integral part of the Department.

Process: Experienced examiners are asked to volunteer to participate in the mentoring program. New trainees and mentors are matched based on the first assignment that the trainee receives. (Note: Trainees rotate among four different bureaus over a two-year period.) Mentors must be permanently assigned to the home office so that they can interact with the protégés when they need assistance. Finally, a mentor may not directly supervise a protégé. Mentors attend a workshop conducted by the training office. While the training office provides ongoing guidance to the mentors, it is up to the individual mentors and protégés to develop their relationships.

NYS Department of Motor Vehicles

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Purpose: The purpose of the Department of Motor Vehicles' program is to mentor newly hired professional staff. This target group was selected in recognition of the need for workforce succession planning.

Process: The program is available to recently hired and recently promoted entry-level professional staff. The mentors invited to participate are all senior managers (M-2 and above) who have significant program responsibilities. Mentors and their protégés are in different organizational units. There is no formal orientation or training program for the mentors. Mentors are asked to continue a relationship with their protégé for one year, but frequency of meetings and activities are left up to the mentor.

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Purpose: The purpose of the Department of Public Service's mentoring program is to assist employees in pursuing their goals by providing a mechanism to enhance skills in their current job or explore career alternatives. The program is open to all employees across the State at all grade levels.

Process: The mentoring program, as it currently exists, is employee driven. Employees submit an application form that describes what knowledge, skill, or ability (KSA) they are seeking to strengthen or what topical area they wish to explore. Human Resources reviews the application and, if the KSA's the employee is seeking is most appropriately acquired through mentoring, develops a list of potential mentors and contacts them to determine if they are interested and available. A Steering Committee supports the program and assists in identifying mentors. Both mentors and protégés attend a half-day training session and agree on a mentoring contract outlining how objectives will be met. Supervisors of protégés must sign off on the protégé's application and mentors and protégés are encouraged to involve the protégé's supervisor when developing the mentoring contract. The work schedule for mentor/protégé meetings or protégé assignments must be approved by the protégé's supervisor.

NYS Department of Transportation

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Purpose: DOT's mentoring program is voluntary and presently open to all main office personnel. The goal of the program is to assist in the development of employee skills, techniques and perspectives, and to help develop managers and leaders within DOT. The program provides guidance in career planning, personal development and help in achieving the Department's corporate goals.

Process: Mentors and protégés are partnered on a one-to-one basis (mentors with certain skills/experiences are matched to protégés who have identified a related desire to attain those skills/experiences), and work together to set goals and identify activities that will assist the protégés in meeting their goals. The duration of the mentoring relationship is determined by the partners. The Employee Development Unit offers developmental opportunities throughout the course of the program that benefits both the mentors and protégés with their working relationships. As mentors, agency leaders take responsibility, not only for preparing their successors, but also for creating an environment where employees can work on organizational issues that challenge them to grow. Mentors use good coaching and mentoring skills to assist in creating this type of environment.

Also see <http://www.goer.state.ny.us/workforce/agyinitiatives/dotmentor.html>.

Advice From Experienced Agencies

New York State agencies that operate formal mentoring programs offered these words of wisdom to agencies considering establishing a mentoring programs.

- < Be clear about your purpose for offering a mentoring program and make sure the program design supports it. Involve others in the design and think about how it should be positioned in the overall training and development options offered to employees.
- < Mentoring relationships are most successful when they are voluntary. To the extent possible, ensure that participants are committed to the process and are willing and able to devote the extra time and effort that is sometimes necessary.
- < Recognize that many mentoring relationships do not succeed because participants experience work conflicts that drain the ability of either the mentor or protégé to devote sufficient time and energy to the relationship. This cannot always be avoided. However, if participation is actively encouraged and valued by top management and/or the program is tied to agency initiatives such as succession planning, it may lessen the likelihood that there will be drop-outs due to work demands.
- < Keep things simple and informal for both the mentors and protégés. Don't invent a process that will get in the way.

- < Allow creativity in how learning objectives are met. Consider job shadowing, special assignments, teleconferencing, field trips, reading, “homework”, and daily “problem area” chats as mentoring tools.
- < Have top leadership support the program through their participation and through advocating its usefulness at meetings and other forums.
- < Have participants support program participation by giving testimonials. These testimonials can be used to recruit future mentors and protégés.
- < If mentoring is to be successful, it must be viewed by top managers as a legitimate development activity. A written learning agreement is helpful. It should specify the learning objectives and activities to the extent practical.
- < Supervisory support is critical. It should be built into the program with management supporting both mentoring and the supervisor’s legitimate work needs. Involve supervisors by letting them, know about the program, inviting them to orientations, encouraging protégés to share their mentoring agreements with them and getting their feedback on how the program is working from their perspective.
- < A meeting schedule should be agreed to by the mentor and protégé. Protégés should not be passive and wait for the mentor to approach them. Likewise, mentors should not expect that protégés to bear all responsibility for initiating contact.
- < Many experienced employees are reluctant to volunteer to become mentors. They have technical expertise but don’t feel comfortable in the “mentoring role.” When they realize they have been working in informal mentoring roles (as both manager and protégé) throughout their careers and when they have the proper training and encouragement, they become much more willing to officially become mentors.
- < The administrator of the mentoring program should be able to troubleshoot. If a mentoring relationship is not working, be prepared to assist in a resolution.
- < Where possible and appropriate, bring the employee organizations and unions on board early in program development to gain their support.

OTHER MENTORING PROGRAMS AND RESOURCES

Mentoring Workgroup members found some useful and interesting information on mentoring programs outside of New York State agencies. Following are some links to web sites you might find helpful along with a brief summary of what they contain.

Federal Department of Transportation Mentoring Program

The Federal Department of Transportation administers a “Pass It On” Mentoring Program designed to give their employees the opportunity to receive career guidance from role models from any organization or operating administration in the Department. Federal DOT employees may apply on-line to be a mentor or mentee. In addition to information specific to their program, the DOT web site contains extensive general information on mentoring including a detailed Mentoring Handbook and Mentoring Facts. www.mentor.dot.gov

U.S. Coast Guard

The U.S. Coast Guard initiated a mentoring program in 1991 after a leadership study found that mentoring is a major factor in retaining personnel in an organization. Since its inception, the Coast Guard’s program has undergone some refinement and is now partnering with the federal Department of Transportation in the One DOT Mentoring Program. Under the program, employees wishing to participate have the opportunity to match across organizational lines. The Coast Guard web site contains, among other general information, a Mentoring Training Guide that can be used as a training tool for organizations starting a mentoring program. The site also includes a Power Point presentation that can be downloaded and used to give training courses. www.uscg.mil/hq/g-w/g-wt/g-wtl/mentoring.htm

Oak Ridge National Laboratory

The Oak Ridge National Laboratory (a science and technology laboratory that is part of the U.S. Department of Energy) web site has information on mentoring, including a slide show on mentoring. This slide show covers topics such as the story/origin of mentoring; characteristics of formal and informal mentoring; reasons for mentoring; benefits of mentoring; roles and responsibilities; and characteristics of mentors and protégés. www.ornl.gov/HR_ORNL/mentoring/index.htm

National Institute of Standards and Technology

The NIST is a non-regulatory federal agency located within the U.S. Department of Commerce. This web site features information on mentoring, including: the history of mentoring; what mentoring is, and what it is not; the benefits of mentoring; characteristics of good mentors and protégés; and tips for protégés. www.nist.gov/admin/diversity/handbook02.htm

Federal Department of Labor

The U.S. Department of Labor web site contains information on mentoring individuals with disabilities. Included on this web site is information on why mentoring people with disabilities is important, benefits of mentoring people with disabilities, and mentoring tips. www.dol.gov/odep/media/reports/ek00/mentoring.htm

New York State Training Council Mentor-Protégé Program

The New York State Training Council (NYSTC) is a not-for-profit organization that advocates and supports the training and development of the State's workforce to achieve organizational effectiveness. This "Community of Practice" organization is an association of training administrators from New York State agencies who meet regularly to share ideas and experiences and address issues of mutual concern and interest. The NYSTC provides a Mentor-Protégé Program as a professional development opportunity for its members. The Mentor-Protégé Program is a way for those who are new to the field of training and organizational development, or are interested in exploring a new field of interest within that discipline, to team up with experienced practitioners. www.nystc.org Select: Mentor-Protégé Program.

Delaware State Personnel Office

The Delaware State Personnel Office provides a Mentoring Program aimed at offering and supporting "a vehicle which promotes the expansion of professional knowledge, skills, and abilities in all areas of careers development and assists in the creation of opportunities for employees of the State of Delaware to achieve more." www.delawarepersonnel.com/diversity/documents/mentor.htm

Oklahoma State Mentor Program

The State of Oklahoma has a State Mentor Program, administered through the Oklahoma Office of Personnel Management. The program was created by the Oklahoma Legislature in 1994 to develop the executive potential of employees in all branches of State government, with a special emphasis on women, racial minorities, and individuals with disabilities. State employees selected to participate in the program are assigned to a policy-level manager for six-month intervals during a two-year management rotation in various State agencies and the Legislature. The mentor's duties are to instruct the protégé in the agency's purpose and functions, and to instill a sense of professionalism and public service. Mentors also may serve as a source of career guidance and reference after the management rotation is completed. www.opm.state.ok.us/html/hr_services.htm Select: Mentor Program

City of Tempe, Arizona

This article, on the City of Tempe, Arizona's web site, provides information on what mentoring is, why someone should get a mentor, how to get a mentor, and how to be a mentor. www.tempe.gov/hrben/docs/eap%20connection%201100.htm

The Mentoring Group

The Mentoring Group is a division of the Coalition of Counseling Centers, a not-for-profit corporation. The Mentoring Group provides consulting services and technical assistance related to mentoring. Their web site contains a significant amount of general information about mentoring at no cost including mentoring ideas, tips for mentors and mentees, best practices, starting a program, improving a program, evaluation, etc. ; www.mentoringgroup.com

Peer Resources

Peer Resources is a non-profit educational corporation specializing in the development of peer, coaching and mentoring programs. In addition to general information on mentoring, their web site includes a long list of links to other mentoring web sites. The purpose of this link is not to endorse their consulting services it is simply to facilitate access to the mentoring information posted on their web site.

www.peer.ca/mentor.html

Other Web Resources

- “Mirror-Image Mentoring” - This article from the Society for Human Resources Management discusses conscious and unconscious bias, and discrimination in mentoring programs.
www.shrm.org/hrmagazine/articles/default.asp?page=0300segal.htm
- This ERIC Digest looks at “new forms of and perspectives on mentoring and the kinds of learning that result from mentoring relationships.”
www.ed.gov/databases/ERIC_Digests/ed418249.html
- “Mentoring” - The Society for Human Resources Management’s web site contains a Whitepaper by David Hutchins which provides a general overview of mentoring.
www.shrm.org/whitepapers/documents/61303.asp

Training Available

The Governor’s Office of Employee Relations offers a two-day training program on Mentoring for New York State Employees through the Workforce Development Opportunities Program. In this workshop, participants learn how to become an inspiring and competent mentors They recognize the power and positive consequences for both mentors and protégés, by using effective communication and listening skills to gain rapport and model behaviors. www.goer.state.ny.us/Train

SUGGESTED READING/BIBLIOGRAPHY

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Kaye, Beverly, and Betsy Jacobson, "Reframing Mentoring," *Training & Development*, (August 1996): 44-47.

Kizilos, Peter, "Take My Mentor, Please!," *Training*, (April 1990): 49-54.

Mentoring: Facilitator's Guide and Participant's Workbook, developed by Brainstorm Dynamics, Inc.

Murray, Margo. *Beyond the Myths and Magic of Mentoring: How to Facilitate an Effective Mentoring Process*, San Francisco: Jossey-Bass Inc., 2001.

Peters, Helen, "Peer Coaching for Executives," *Training & Development* (March 1996): 30-41.

Shea, Gordon F. *Mentoring*, Menlo Park, CA: Crisp Publications, Inc., 2002.

The Public Management Institute (PMI) Guide Part 3 - Mentor Guide

These books, articles and workbooks are available from the GOER Lending Library.

BACKGROUND OF WORKGROUP INITIATIVE

In January 2002, the Governor's Office of Employee Relations and the Department of Civil Service formed eight interagency workgroups, organized around selected workforce and succession planning topics. The mission of the workgroups was to compile and share information that might be useful to agencies in their workforce and succession planning efforts. This was a follow-up to issuance of the planning guide, "Our Workforce Matters," and activation of the workforce and succession planning website, both of which were made available in October 2001.

Each of the workgroups was comprised of volunteers who continued to have full-time responsibilities in their agencies. A six-month time limit was set to ensure that reports could be written before burnout set in and other priorities took precedence. The workgroups agreed to get as much done as possible in the time allotted. Their reports are being added to the workforce and succession planning website (<http://www.goer.state.ny.us/workforce> or <http://www.cs.state.ny.us/workforce>) as they are completed. In addition to Mentoring, the workgroups included:

- Recruitment and Selection
- Retiree Resources
- Retention
- Competencies
- Staff Development
- Management Mobility
- Knowledge Management and Transfer

ABOUT THE MENTORING WORKGROUP

Summary of the Mentoring Workgroup's Efforts

The Mentoring Workgroup was charged with studying the use of mentoring programs for employees. Following is a chronology of the steps taken in support of this effort:

- A questionnaire was developed and administered to obtain information about mentoring programs which exist in New York State agencies. New York State agencies were contacted by telephone and asked whether or not they had a mentoring program for their employees. Those agencies which indicated that they had a mentoring program were asked to complete and return a detailed questionnaire outlining their program. The results of this survey are summarized in the "Mentoring Programs in New York State Agencies" section of this report.

- A search of the Internet was conducted to determine what information existed on mentoring programs elsewhere. A search of the Internet for mentoring programs, in general, primarily yielded information on mentoring programs for disadvantaged youth or those connected with educational institutions. Very little information on mentoring programs for employees was found.

The workgroup then searched the web portals of all fifty states as well as many federal agencies to determine whether or not they contained information on mentoring programs. Information which the workgroup thought would be useful to State agencies is outlined in the “Other mentoring Programs and Resources” section of this report. Brief summaries of the contents of each web site and links are provided.

- Workgroup members conducted a literature search to locate books and articles on mentoring which would be good resources for agencies considering such programs. A Suggested Reading List is provided as part of this report.
- Workgroup members summarized useful information about mentoring in general. This information is contained in the “Introduction to Mentoring” section of this report.

List of Workgroup Members

The Mentoring Workgroup members were:

Erica Behan, NYS Department of Transportation

Ellen Donovan, NYS Department of Health

Lynn Heath, Workgroup Leader, NYS Office of Mental Health

Mary Ellen Pugliano, NYS Department of Motor Vehicles

Ken Spitzer, NYS Office of the State Comptroller

Mark Stackrow, Workgroup Facilitator, NYS Governor’s Office of Employee Relations

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